



SC Annual School Report Card Summary

Sterling School
Greenville
Grades: PK-8 Enrollment: 540
Principal: David M. Johnstone
Superintendent: Dr. Phinnize J. Fisher
Board Chair: Megan Hickerson

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Excellent	Excellent	TBD	TBD	Met	N/A
2008	Excellent	Good	Mgold	N/A	Met	N/A
2007	Excellent	Below Average	N/A	N/A	Met	N/A

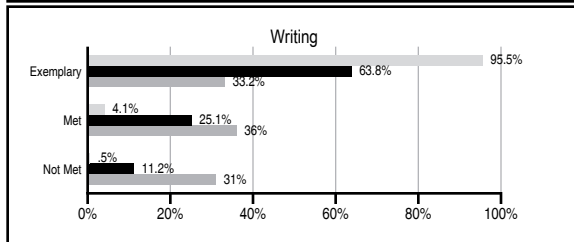
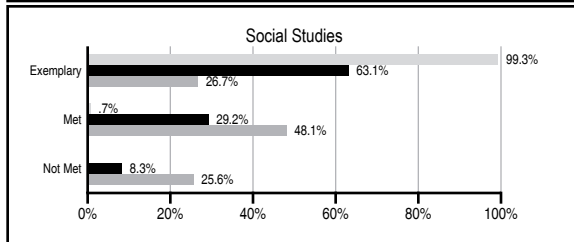
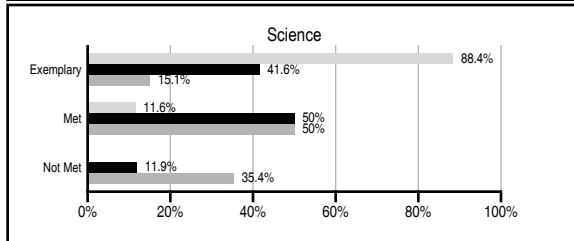
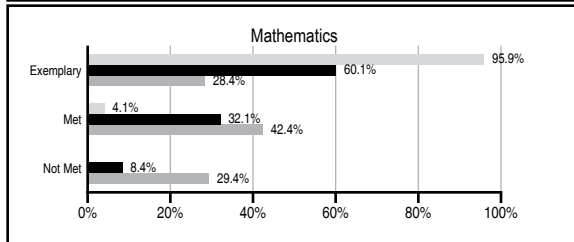
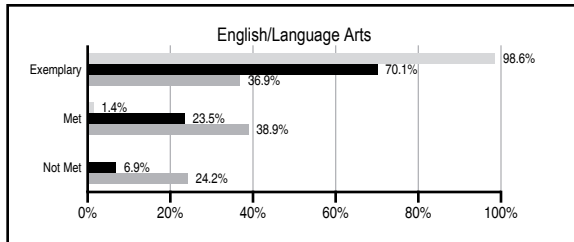
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
14	1	0	0	0

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

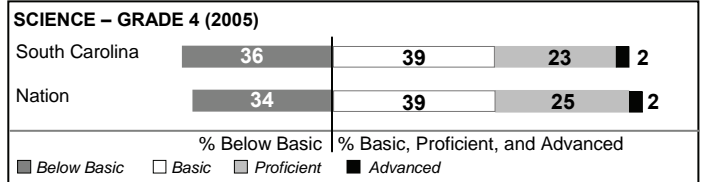
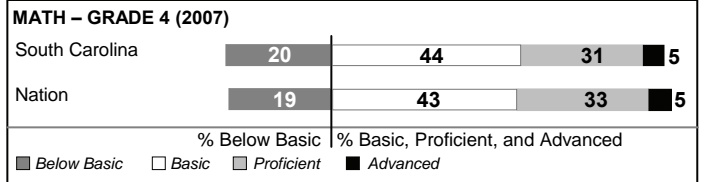
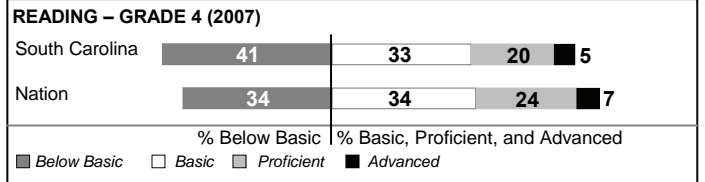
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:
 By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:
 By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Sterling School [Greenville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=540)				
Retention rate	0.2%	Up from 0.0%	0.6%	1.9%
Attendance rate	97.5%	Down from 97.9%	97.2%	96.3%
Eligible for gifted and talented	100.0%	No Change	33.7%	10.0%
With disabilities other than speech	1.5%	Up from 1.4%	4.1%	7.7%
Older than usual for grade	0.0%	No Change	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	63.2%	Down from 69.6%	67.7%	59.4%
Continuing contract teachers	68.4%	Down from 78.3%	85.2%	80.0%
Teachers with emergency or provisional certificates	2.9%	Down from 5.3%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	85.4%	85.9%
Teacher attendance rate	96.0%	Up from 95.2%	95.5%	95.1%
Average teacher salary*	\$47,398	Up 0.5%	\$50,622	\$47,149
Classes not taught by highly qualified teachers	0.0%	Down from 2.8%	0.0%	0.0%
Professional development days/teacher	9.3 days	Up from 8.3 days	9.2 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 20.1 to 1	20.2 to 1	18.8 to 1
Prime instructional time	92.9%	Up from 92.0%	91.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,531	Down 9.6%	\$6,969	\$7,458
Percent of expenditures for instruction**	66.7%	Up from 60.2%	68.7%	68.8%
Percent of expenditures for teacher salaries**	55.8%	Down from 60.2%	65.0%	63.2%
% of AYP objectives met	100.0%	No Change	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	32	72	58
Percent satisfied with learning environment	96.9%	98.6%	89.5%
Percent satisfied with social and physical environment	100.0%	95.8%	96.6%
Percent satisfied with school-home relations	93.8%	97.2%	80.7%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sterling School serves students from 4-year-old kindergarten through eighth grade. The test scores reported are based on the Sterling School enrollment in the 2008-2009 school year and grades three through seven from the Charles Townes Center, a center for highly-gifted students located in Sterling School. The Sterling School operates with one mission, to provide a differentiated, challenging education to meet the distinctive intellectual, social, and emotional needs of our students.

Sterling School has the highest expectations for our students. Our School Improvement Council and faculty have worked together to develop goals, strategies, and benchmarks for our comprehensive school improvement plan. We further developed and implemented the school's leadership theme across the school and across the curriculum, with focus on leadership traits, skills, and attributes. We also established committees around the inquiry-based program (grades 4k-2nd grade) and gifted needs for the Charles Townes Center (grades 3-8). We developed a buildings and grounds master plan and received \$6,000 in grant money from Lowes to support this initiative. We have benefited from the addition of a Career Development Facilitator and have been building a comprehensive community and business partnership plan.

Our goals align with district objectives to raise the academic challenge and performance of students and provide a school environment supportive of learning.

Currently in our sixth year, the Sterling School continues to build and refine instructional units that meet or exceed state standards. Various techniques are used to enhance the learning process. Through the integration of multiple subjects, points of view, and cultures, students are encouraged to develop a deep understanding of topics and perspectives. Students at all grade levels have completed multiple units of integrated study and critical thinking. Students are also involved in extensive research, using technology to explore and present information. Students continue to exceed district and state benchmarks, while teachers constantly review student progress to improve program implementation and student achievement.

David Johnstone, Principal
Lisa Wells, SIC Chair

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